

2005-2006 No Child Left Behind – Blue Ribbon Schools Program
U. S. Department of Education

Cover Sheet Type of School: (check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mrs. Becky Jackson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Leslie R. Fisher Elementary School
(As it should appear in the official records)

School Mailing Address 11800 Southwood Drive
(If address is P. O. Box, also include street address)

Oklahoma City Oklahoma 73170-2600
City State ZipCode+4 (9 digits total)

County Cleveland State School Code Number * 14-I 155

Telephone (405) 692-5670 Fax (405) 692-5673

Website/URL www.mooreschools.com/fisher/site E-mail beckyjackson@mooreschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mrs. Deborah Arato
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Moore Public Schools I-002 Telephone (405) 735-4200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Walt Larsen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

(Include this page in the school’s application as page 2.)

The signatures on the first page of this application certify that each of the statements below concerning the school’s eligibility and compliance with U. S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.
2. The school has not been in school improvement status or been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2005, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U. S. Department of Justice does not have a pending suite alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U. S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools.)

1. Number of schools in the district:

21 Elementary Schools
0 Middle Schools
5 Junior High Schools
2 High Schools
1 Other

29 TOTAL

2. District Per Pupil Expenditure \$5208.00
 Average State Per Pupil Expenditure \$6577.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 0 Number of years the principal has been in her/his position at this school.
7 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only.

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	-----	-----	-----		7	-----	-----	-----
K	16	24	40		8	-----	-----	-----
1	30	30	60		9	-----	-----	-----
2	31	27	58		10	-----	-----	-----
3	37	22	59		11	-----	-----	-----
4	48	26	74		12	-----	-----	-----
5	26	26	52		Other	-----	-----	-----
6	39	34	73					
TOTAL STUDENTS IN THE APPLYING SCHOOL							416	

(Throughout the document, round numbers to avoid decimals.)

6. Racial/ethnic composition of the students in the school.
- | | |
|-------------|--------------------------------|
| <u>67</u> % | White |
| <u>3</u> % | Black or African American |
| <u>6</u> % | Hispanic or Latino |
| <u>15</u> % | Asian/Pacific Islander |
| <u>9</u> % | American Indian/Alaskan Native |
| 100 % | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	14
(3)	Total of all transferred students (sum of rows (1) and (2))	27
(4)	Total number of students in the school as of October 1	512
(5)	Total transferred students in row (3) divided by total students in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 9 %
39 Total Number Limited English Proficient

Number of languages represented: 13

Specify languages: Arabic, Bengali, Chinese, Farsi, Filipino, Ga, Gujarathi, Korean, Laotian, Persian, Portuguese, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 51

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %
18 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with disabilities Education Act. Do not add additional categories.

<u> 0 </u> Autism	<u> </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 8 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 7 </u> Specific Learning Disability
<u> 0 </u> Emotional Disturbance	<u> 18 </u> Speech or Language Impairment
<u> 0 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 0 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 0 </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	Part-time
Adminisrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom Teachers	<u> 21 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 4 </u>	<u> 2 </u>
Paraprofessionals	<u> 1 </u>	<u> 0 </u>
Support staff	<u> 3 </u>	<u> 0 </u>
Total	<u> 30 </u>	<u> 2 </u>

12. Average school student – “classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number is exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	92 %	91 %	94 %	96 %	94 %
Teacher turnover rate	11 %	12 %	13 %	7 %	8 %
Student dropout rate (mid/hi)	%	%	%	%	%
Student drop-off rate (high)	%	%	%	%	%

PART III – SUMMARY

Located in a rapidly growing upper middle class suburb of Oklahoma City, Oklahoma, Leslie R. Fisher Elementary School is the namesake of a former state school superintendent. Dr. Fisher was praised as a man who had many friends, loved people and who touched the lives of others. This depiction provides a foundation for our faculty, staff and students as we strive to perpetuate that characterization in our daily school activities.

Our kindergarten through sixth grade school opened in the fall of 1990 with nearly 450 students. In the subsequent years our student population grew to more than 515 children. Currently we serve approximately 420 students. Our enrollment decreased this year following the opening of an additional elementary school nearby, built to accommodate community growth.

Our students are culturally diverse. Of our student body 67% are White, 15% Asian or Pacific Islander, 9% American Indian, 6% Hispanic and 3% Black. Additionally, 39% of our children come from homes in which English is a second language. Thirteen languages represented by these students include Arabic, Bengali, Chinese, Farsi, Filipino, Ga, Gujarathi, Korean, Laotian, Persian, Portuguese, Spanish and Vietnamese. Nearly 12% of our students are eligible for free or reduced-price meals. We serve the special needs of 4% of our population, students who receive educational services relative to learning disabilities, health problems or speech and language impairments.

Leslie R. Fisher Elementary has a caring, enthusiastic staff which is committed to providing a quality educational foundation for our students. The group is composed of teachers with a wide range of experience and expertise. Classroom instruction is centered on integrating math, reading, writing and thinking skills with social studies and science curriculums. We provide various educational interventions which range from remedial instruction to enrichment programs. As a faculty we are committed to and model lifelong learning. Many of our teachers hold postgraduate degrees and multiple state certifications. A large number have participated in various curriculum-oriented and methodological workshops including *Great Expectations* and A+.

In addition to our regular and special education classrooms we have music, art and physical education classes in a separate facility dedicated to these programs. Fisher also has classes for our gifted and talented students. Our computer lab houses 26 stations with access to many acclaimed computer programs that support our educational goals, including *SuccessMaker*, *Accelerated Reader* and *STAR Early Literacy Assessment*. These programs are also available throughout the building via a school-wide network. Our classrooms are also equipped with computers.

Fisher's PTA organization plays a major role in our school's success. Our partnership with this supportive and generous group has made it possible for us to acquire resources and to fund programs otherwise unavailable to our students. A large number of regularly volunteering parents contribute to our success as well. They assist us in many ways, tutoring, monitoring, substituting and performing other functions as the needs arise. We maintain close relationships with several community businesses that play a role in our success by contributing funds and supplies to help us reach our goals.

At Fisher we believe every student can and will succeed. Our aim is to impact and enhance every student's educational experience in a safe and enriched environment. We embrace the mission set forth in our school motto: to prepare all students for the challenges, choices, and opportunities of the future. Since our school is highly successful it is our belief that these goals continue to be met.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results in Reading and Mathematics

The federal government, in an attempt to improve our nation's educational performance, has enacted Public Law 107-110 entitled *No Child Left Behind*. Under this law states are required to make consistent progress and to measure accountability by an Academic Performance Index (API). Adequate yearly progress focuses on academic achievement in reading and math scores. The Oklahoma School

Accountability Report includes the API score for each school in Oklahoma. This score is based on components of attendance, academic excellence, and Oklahoma School testing Program (OSTP) results. The API scale ranges from 1 -1500; the state average API is 1000. Fisher's API for 2003 was 1306 and rose to 1474 in 2005. Information regarding state assessments can be obtained at <http://title3.sde.state.ok.us/studentassessment> on the Oklahoma State Department of Education Office of Accountability and Assessment website.

Our students participate in the OSTP in third, fourth, fifth and sixth grade by taking the *Criterion Referenced Tests* (CRT). The CRT measures mastery of the Oklahoma *Priority Academic Student Skills* (P.A.S.S.) which were determined by Oklahoma teachers, parents, community and legislative leaders. These P.A. S. S. objectives are to be mastered by the end of each grade. Our Blue Ribbon report focuses on scores from our fifth grade, our building's oldest student group tested. The fifth grade test represents accumulated skill knowledge from the previous grade levels. The assessment for grades three, four, and six has recently changed from a nationally normed achievement test to the CRT. Therefore, consistent results in one test type are not available for these grades as they are available for fifth grade.

Student test performances are reported according to one of four scaled categories indicated by percentage as Advanced, Satisfactory, Limited Knowledge or Unsatisfactory. Every Fisher student, including those on an Individual Educational Plan (IEP) was tested in both reading and math. Fisher special education students reflected an increase in reading with 5% of students performing at the Advanced or Satisfactory levels from 2003 to 2005. Our economically disadvantaged population at Fisher is a relatively small group to include for test data reporting purposes. The two students in this category increased their reading performance by 33% from 2003 to 2005. Our regular education student body increased in reading by 8% in the Advanced level and 4% in the Satisfactory level. The Limited Knowledge score decreased as a result of students performing at higher levels.

In math only one student is served in a special education program; the math score reflects a decline in the area for this student. Of our economically disadvantaged students, 50% scored at the Advanced level, and 50% scored at the Satisfactory level. Regular education students showed a 15% increase in the Advanced level. Our percentage of students scoring at the Satisfactory level declined as a result of the increased number of students scoring at the Advanced level.

2. Using Assessment Results

Fisher uses assessment data to understand and improve student and school performance in various ways. We disaggregate data from the third and fifth grade CRT scores and prioritize the objectives from weakest to strongest. Objectives with the three lowest scores become our goals for the next year. We meet in horizontal and vertical teams to collaborate our efforts and resources. Throughout the year we evaluate our progress using teacher-made and district-wide assessment tools.

Teachers assess, teach and reassess using a variety of assessment tools in the classroom including DIBELS, *Gates-MacGinitie Reading Tests* and district assessments. We use test preparation materials as well, such as *CARS*, *STARS*, and *Buckle Down*. These resources provide data which allow us to identify additional specific areas of concentration.

We utilize several technological applications throughout the year to allow us to meet the individual needs of our students. The *STAR Early Literacy* and *Star Reading* programs assist us in determining reading levels and individual students' strengths and weaknesses. *Accelerated Reader* tracks students' progress as they read independently. The *SuccessMaker* application offers immediate analysis of student skills and *Star Math* provides insight into student competencies in math.

Teachers attend professional development opportunities throughout the district in order to share strategies and concerns. We regularly apply for teacher grants which enable us to further meet the needs of our students. Parents and community leaders readily donate their time and expertise which benefit many areas of improvement in our school. Volunteers read with students and quiz children over math facts. Our *Reading Sufficiency* program targets students before they are labeled "at risk" and provides

additional instruction for those in need. These various methods are implemented at Fisher to ensure success in all areas.

3. Communicating Assessment Results

Leslie R. Fisher Elementary School is committed to providing clear and constant communication with our school community; we believe it is a foundation for academic success. Parents desire the best for their children and are a valuable resource. Our PTA has robust support, including 100% membership of our teachers.

Our administration and teachers collect and organize assessment data in order to analyze the school's overall performance. Vertical and horizontal team meetings are held to develop a curriculum that meets the needs of students. Targeted objectives are discussed and strategies are determined. Staff development meetings assist teachers in mastering these objectives.

Student achievement is communicated to parents regularly. Beginning in third grade each student records assignments in an agenda, a tool used to inform parents on a daily basis. Students are recognized for their achievements during weekly assemblies. Progress reports and report cards are sent home regularly. Formal parent-teacher conferences are held twice a year to inform parents of their children's successes and concerns. Parents have access to daily grades through the parent portal of a web-based district-wide grade book. Other important information is sent home weekly in a student folder designated for this purpose. *Accelerated Reader*, *Star Reading* and *Star Math* assessments are conducted frequently to keep parents abreast of their children's progress. State report cards giving the school's overall Academic Performance Index are sent home to all parents yearly.

4. Sharing Successes with Other Schools

The staff at Fisher is committed to sharing its accomplishments with other educators across the district and state. A majority of our staff belong to several state and national professional organizations. We are proud of our "progressive" school status with *Great Expectations*. Several teachers instruct or attend summer institutes so they may enhance student learning. Some participate in Colonial Day at the state capitol. One educator presents annually at the Colonial Williamsburg Teacher Institute and is an A+ faculty member. Our staff presents workshops within the building and with other district educators. In the past we piloted new curriculum programs aimed at improving student achievement.

Our school maintains an Internet site designed to involve parents in the community. The site includes our mission statement and links to the faculty and staff. We have a weekly assembly to celebrate the successes of our students. The children also participate in the science fair, annual track meet and student council. Many take part in the Geo Bee, geography bowl, spelling bee, Reflections, various art and writing contests and honor choir. We recognize our students' performance in all disciplines with academic awards.

We welcome several local university teacher education interns. Our experienced teachers share their knowledge and skills with numerous student teachers. Grade level representatives serve as mentors for entry year teachers in the district. As a Blue Ribbon school we would welcome the opportunity to work with educators across the nation in a mutual exchange of ideas.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Fisher's reading curriculum utilizes a variety of programs to assure success. In addition to the Houghton-Mifflin reading series, teachers use guided reading, Mary Legan, and the *Tampa Reads* programs. Guided reading uses small group instruction which enables students to be successful at their own reading ability levels. The *Tampa Reads* program integrates spelling, writing and phonics. In

addition, the *Accelerated Reader* program is used to increase comprehension. A computerized lab program called *SuccessMaker* focuses on individualized reading and math skills. The program levels instruction as students master concepts. Book buddies meet once a week to foster a love for reading. Currently our sixth grade classes use the Prentice-Hall series to prepare them for the more difficult junior high curriculum.

Many different approaches are used in language arts instruction at Fisher. Each grade level concentrates on specific objectives and adjusts instruction to ensure success. The adopted textbooks include Macmillan/McGraw-Hill and McDougal Littell. A variety of supplemental programs is used to support the adoptions. Students receive instruction in spelling, grammar and mechanics, listening, speaking and writing.

Fisher's mathematics program provides experiences which enable all students to learn, gain confidence, become problem solvers, communicate and reason. Harcourt mathematics is the adopted curriculum for kindergarten through fifth grade. Instructional time for teaching mathematics is sixty minutes daily. Curriculum integration occurs across grade levels. There are several supplemental programs that support the adoption including *SuccessMaker*, *STARS*, *CARS*, *Rhymes N Times*, *Blast Off* and *Buckle Down*.

The Harcourt Brace social studies program is used at all grade levels. We prepare students to use knowledge about their community, nation and world. Visitors from community resources such as Junior Achievement of Oklahoma and the Oklahoma Bar Association enrich our social studies instruction. Colonial Day activities at the state capitol provide an opportunity for students to experience history first hand.

Our science curriculum uses the Harcourt series. Teachers in grade one through six use hands-on activities and experiments throughout the year to help connect the students with science concepts. We utilize the science fair as a vehicle for students to demonstrate their knowledge of the scientific method. Throughout the year activities from AIMS, TOPS and GEMS are used to reinforce math and science concepts that are crucial to the success of our students.

Our students receive 225 minutes of instruction each week in art, music and physical education. Time is divided equally among the three classes. Spanish is taught in grades four through six for one nine weeks period.

All Fisher programs follow curriculum guidelines developed by the district and P. A. S. S. objectives set forth by the state.

2. Our School's Reading Curriculum and Why This Approach Was Chosen

Leslie R. Fisher Elementary School provides balanced instruction in reading, listening, speaking, writing and thinking. The goal of instruction is to help students develop skills and strategies that will enable them to use reading in a wide range of purposes and activities. Teachers meet students' needs with whole and small group instruction. Each student is assessed using *STAR* testing, DIBELS in kindergarten through third grade and *Gates-MacGinitie Reading Tests* in grades four through six. Individualized instruction provides all learners with a rich and challenging reading experience. Moore Public Schools' textbook committee researches and makes recommendations for series which meet our Oklahoma P. A. S. S. skills. Comprehension strategies and vocabulary skills are developed with basal readers and trade books.

Reading instruction is the responsibility of every teacher. Using an interdisciplinary approach teachers provide reading experiences with materials in all subjects. *Accelerated Reader* is used to motivate and challenge students to excel. Guided reading and literature circles are used to increase comprehension and critical thinking skills. Tutoring by students from Mid-American Christian University, *Reading Sufficiency* tutoring and book buddies help students make connections and develop skills. The *SuccessMaker* computer program tests and individually places students at appropriate levels and challenges them with various skill activities. All students receive regular structured instruction in the use of the library and its resources throughout the year. The media center is the source of *Accelerated*

Reader materials for the school in that the entire collection is coded with information that allows students to select materials on their particular levels. Our faculty has sponsored Family Reading Night to offer parents and students a variety of activities that promote reading. All of these instructional methods encourage our students to develop a lifelong love of reading.

3. Other Curriculum Area of Choice and its Relationship to Essential Skills

Our mathematics curriculum is designed to cultivate critical thinking. Integration of mathematics across the disciplines is essential. Teaching strategies include whole group, small group and individualized instruction. In science, social studies and reading classes students collect data from graphs and charts and then interpret it. Manipulatives are used to connect concrete thinking to abstract concepts. We utilize technological resources such as *SuccessMaker* and *STAR Math*. Our adopted math programs are accessible online in both the classroom and from home. We implement strategies from the Oklahoma Education Association Mathematics Professional Development Institute. These resources guarantee our students' proficiencies in problem solving, logical reasoning, higher order thinking and effective communication.

We meet in horizontal and vertical teams to examine areas that are in need of improvement and to look for new instructional techniques. Our CRT scores identify areas of weakness; we set our improvement goals based on these needs. We frequently evaluate our progress with various assessments ranging from immediate feedback during lessons to results on district tests. Remediation is provided to students in a variety of ways. Qualifying students also get the assistance of our Indian tutor. The school district offers a math homework helpline for parents and students. Free tutoring from the National Honor Society high school students is offered at a junior high setting. We are able to meet our students' individual needs and to make certain they succeed.

4. Instructional Methods Utilized by the School to Improve Student Learning

Leslie R. Fisher Elementary School uses research-based instructional methods. District curriculum guides give us a timeline for presenting information. Monthly district curriculum inservices provide teacher with valuable teaching tools as well as collaboration time.

Great Expectations examines brain-based learning to provide direction for teaching to meet the individual needs of students. Teachers follow the state P. A. S. S. objectives, collaborate with each other and design interdisciplinary themes that encourage cross-curricular integration. Computers are used for direct instruction, remediation and enrichment. All classrooms have two computers and each class has access to a computer lab with a variety of learning programs.

Students are encouraged to set personal reading goals and are evaluated throughout the year to guarantee these goals are met. The library encourages readers by promoting activities such as Oklahoma's Sequoyah Children's Book Award Program. Teachers incorporate a manipulative approach to teaching. Students who experience this type of instruction have shown significantly higher scores on achievement tests than those taught with a more traditional approach. Upper grade students participate in literature circles.

A hands-on learning approach is promoted throughout the school. Students have access to math manipulatives, spelling centers, storytelling props and learning games, among others. Teachers recognize that children learn by doing.

5. Professional Development Program and its Impact on Student Achievement

Leslie R. Fisher Elementary School's professional development plan was devised to provide for activities, which facilitate the professional growth of the instructional staff and support our site improvement objectives. In September we met to disaggregate our test scores and determine our goals. After setting these goals we attended workshops which presented ideas and techniques useful in meeting

our skills objectives and in strengthening our programs. These workshops provided us with hands-on activities which we could take to our classrooms. Our media specialist met with us to show us how to utilize technology in our instruction. We also met in horizontal and vertical committees to coordinate our novel units in reading, brainstorm and discuss strategies and activities and receive assistance in individual areas where we felt we needed extra support. These workshops are called YANTA, an acronym for “You Are Not Teaching Alone.” We realize that we are dependent upon each other for success. Communication among the different grade levels is essential for our students to be successful. These sessions are a time for us as a faculty to plan, analyze and encourage each other in a common goal: the success of our students. Teachers are encouraged to attend workshops, college classes, summer institutes and fall retreats that reflect and support our goals. They are asked to share what they learn with the staff. The professional development committee provides registration money and substitute pay from our site budget to support our instructional endeavors.

Our professional development committee has a positive impact on Fisher’s student achievement. It helps us focus on common goals. Working on those common goals, we have seen consistent high achievement from our students. It is to this that we are committed.

PART VII – ASSESSMENT RESULTS

Table 1
Oklahoma State Criterion Referenced Test Results

Subject: Reading Grade: 5 Test: Oklahoma Core Curriculum
Publisher: Harcourt Educational Measurement Test
Publication Years: 2003-2005

	2004- 2005	2003- 2004	2002- 2003
Testing Month	April	April	March
SCHOOL SCORES			
Percent At or Above Unsatisfactory	100%	100%	100%
Percent At or Above Limited Knowledge	98%	98%	99%
Percent At or Above Satisfactory	92%	82%	88%
Percent At or Above Advanced	15%	13%	7%
Number of Students Tested	66	61	76
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	1	0
Percent of Students Alternatively Assessed	0%	1.6%	0%
Number of Students ELL Exempt	0	3	2
Percent of Students ELL Exempt	0%	4.9%	2.6%

Table 2
Oklahoma State Criterion Referenced Test Results

Subject: Math Grade: 5 Test: Oklahoma Core Curriculum
Publisher: Harcourt Educational Measurement Test
Publication Years: 2003-2005

	2004- 2005	2003- 2004	2002- 2003
Testing Month	April	April	March
SCHOOL SCORES			
Percent At or Above Unsatisfactory	100%	100%	100%
Percent At or Above Limited Knowledge	98%	97%	99%
Percent At or Above Satisfactory	90%	81%	92%
Percent At or Above Advanced	37%	26%	22%
Number of Students Tested	65	61	76
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	1	0
Percent of Students Alternatively Assessed	0%	1.6%	0%
Number of Students ELL Exempt	0	3	2
Percent of Students ELL Exempt	0%	4.9%	2.6%